

VISIT...

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Tutor Teaching Tips

Losing Grandpa (S)

MATERIALS

Leveled reader

Graphic organizer

Game cards

Graphic organizer;
Leveled reader

Before Reading



3–5 minutes

BUILD BACKGROUND: Ask: *What do you do when you feel happy? What is something that makes you happy? What do you do when you feel sad? What is something that would make you sad?*

PREVIEW THE BOOK: Show the child the covers of the book, and read the title. Ask: *What do you think might happen to Grandpa?* Open the book to the table of contents and read the chapter titles. Ask: *Now what do you think is going to happen to him?*

Look at the pictures in the book and ask the child what he/she thinks might be happening.

During Reading



10–15 minutes

Ask the child to read pages 5–16 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading



10–15 minutes

RETELL: Ask the child to retell the part of the story he/she read on pages 5–16. If necessary, prompt by asking: *What else happened?*

GRAPHIC ORGANIZER: Ask the child what Hannah did and how she might have been feeling after the first three events listed on the graphic organizer. Allow the child to look in the book for clues. Have the child record the information on the graphic organizer, along with a description of what he/she would do or feel in a similar situation.

CRITICAL THINKING: Ask the child how he/she could help a friend or relative who has lost someone he or she loves.

VOCABULARY GAME: Remind the child that a compound word is a word made up of two or more other words, for example, the word *backpack* on page 6. Read the game cards with the child and then spread them out face up on the table. Ask the child to make as many compound words as possible by combining two word cards. Write down the words the child makes. When the child has finished, read the words with the child. Give the child two points for each correct compound word. Have the child use the words in oral sentences.

Home Connection

Have the child finish reading the book at home. Have the child complete the graphic organizer.

Event	What Hannah does, feels, thinks, or says	What I would do, feel, think, or say
Laura tells Hannah that her grandpa had to go to the hospital.		
Hannah's mother phones from the hospital.		
Hannah's mother explains that Hannah's grandpa might not wake up.		
Hannah visits her grandpa in the hospital.		
Hannah learns her grandpa has died.		
Hannah and her mom plant grandpa's favorite kind of tree.		

INSTRUCTIONS: After reading pages 5–16, tell what Hannah thought, felt, said, or did after each event. Then tell how you would react. Finish the chart when you have completed the book.



day

dream

up

stairs

back

pack

yard

home

work

made

sweet

heart

beat

wood

light

hill